



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

REVIEWS

A DRILLBOOK ON ESSENTIALS

The cause of establishing minimum essentials, in matters of correctness particularly, has been considerably furthered by a text just published by Professor Carl Holliday, of the University of Toledo, and Miss Sophia Camenisch, of the Parker High School, Chicago.¹ In an admirable preface the writers state the material, the spirit, and the method of the book. It is based on a very careful attempt to sort out genuine essentials, to adapt practical work to individual differences and individual needs, and to begin with difficulties actually discovered. A valuable point is the marking of numerous exercises as optional. Essential difficulties, too (as on pp. 65 and 73), are stressed by bold-faced type.

The order of arrangement is, in general, excellent. Work begins with fundamental sentence errors, the "comma sentence" and the non-sentence, with reference to further exercises at the back of the book for pupils who need them, and continues through sentence structure to the parts of speech. Plurals are fully developed—perhaps too fully for average needs, with an array of irregular forms—before possessives are stressed at all. Our friend, the question mark, whose difficulty many teachers appear to have overlooked, is given a separate exercise.

Various matters appear to be needlessly and too early stressed: the expletive subject in Exercise 2, the classification of adjectives and of adverbs, noun gender, the discussion of *to* in the infinitive as not a preposition (a point of dispute among learned grammarians), and a few purisms which could be refuted by a consultation of the best dictionaries (*quite*; *slow*; and *plenty* and *buy* as substantives). Principal forms of rare verbs—*bid*, *slay*, *strive*—are hardly first essentials. And is it necessary, for teaching the spelling of *would have*, to require that *have* be enunciated in full, when careful speakers do not so enunciate it? The old classification of *what* as a relative, when it of course has nothing to relate to, is annoying to one reader, but probably not important. A more serious count is the teaching together of forms often confused—a method which, as any teacher can prove in his own class, almost irremediably mixes what should be kept apart; *there*, *their*, *they're*; *its*, *it's*;

¹ *English Grammar Drills on Minimum Essentials*. Chicago: Laird & Lee, 1922.

lie and *lay*. The practical usefulness of the book would be greatly improved in a later edition by a full index.

All these are matters that any teacher can quickly rectify by checking and noting his own optional or forbidden exercises. The spirit and idea of the book are admirable. Much is made of simple research by children—e.g., into the frequency of forms of *to be*—and of collection of sentences, committee reports on interesting problems, and the like. No text that I know has more sensibly struck at establishment of minimal essentials. May it have wide use and do the good it stands ready to do.

S. A. LEONARD

BOOK NOTICES

[Mention under this head does not preclude review elsewhere]

Modern Essays for Schools. Selected by CHRISTOPHER MORLEY. New York: Harcourt, Brace & Co., 1921. Pp. 256.

Essays in very diverse moods, collected by the author partly to show what brilliant work is being done at the present time. Some of the most famous contemporaries omitted to make room for good work by writers likely to be overlooked. Each essay is preceded by a chatty biography of the author.

Wayfarers in Arcady. By CHARLES VINCE. New York: G. P. Putnam's Sons, 1922. Pp. 166. \$2.00.

A volume of personal essays, whose nominal subjects are the rural scenes and characters of English Sussex.

The Best Plays of 1920-1921, and the Year Book of the Drama in America. By BURNS MANTLE. Boston: Small, Maynard, 1921. Pp. 471.

Ten plays only slightly abridged and a hundred pages of brief summaries of the year's productions. "Deburau," "Emperor Jones," and "The Skin Game" will be the most welcome of the plays given.

Short Stories of America. Edited with an Introductory Essay, Course Outline, and Reading Lists, by ROBERT L. RAMSAY. Boston: Houghton Mifflin Co., 1921. Pp. 348. \$1.44.

A twenty-five-page introduction traces the rise of the short-story and the local-color writers in America. The sixteen stories—most of them not otherwise available for school use—are grouped under five heads: "American Types," "American Traditions," "American Landscapes," "American Communities," and "The Regionalist at Work."

Plays for Classroom Interpretation. Edited by EDWIN VAN B. KNICKERBOCKER. Drawings by OLINDO RICCI. New York: Henry Holt & Co., 1921. Pp. 264.

The plays are "The Golden Doom" (Dunsany), "Two Crooks and a Lady" (Pillot), "Will o' the Wisp" (Halman), "Spreading the News" (Gregory), "The Turtle Dove" (Oliver), "Allison's Lad" (Dix), and a scene from Phillips' "Ulysses."